THE UNIVERSITY OF CHICAGO

ROUND TABLE

A RADIO DISCUSSION OF

What Should We Teach Our Youth Now?

REEVES · WILBUR · ZOOK

418th BROADCAST IN COOPERATION WITH THE NATIONAL BROADCASTING COMPANY · 206

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THE UNIVERSITY OF CHICAGO

ROUND TABLE

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NOTE

The supplementary information contained in the footnotes to the following text, developed by staff research, is not to be considered as representing the opinions of the ROUND TABLE *speakers. Following the transcript of the broadcast are questions which readers may wish to use for analysis and discussion. It is hoped that teachers and discussion leaders may find this additional service of the* ROUND TABLE *transcript helpful in their study of the subject discussed in the broadcast.*

What Should We Teach Our Youth Now?

A UNIVERSITY OF CHICAGO ROUND TABLE BROADCAST*

FLOYD REEVES, Director of the American Youth Commission; Professor of Administration, University of Chicago

RAY LYMAN WILBUR, President, Stanford University

GEORGE F. ZOOK, President, American Council on Education

* A radio discussion broadcast from San Francisco over the Red Network of the National Broadcasting Company, Sunday, February 22, 1942, at 11:30 A.M., Pacific War Time.

The ROUND TABLE, oldest educational program continuously on the air, is broadcast entirely without a script, although participants meet in advance, prepare a topical outline, and exchange data and views. Subjects are chosen because of their social, political, or economic significance. The program has no "ax to grind." In the selection of speakers, the effort is to provide a balanced discussion by participants who have special competence and knowledge. The opinion of each speaker is his own and in no way involves the responsibility of either the University of Chicago or the National Broadcasting Company.

What Should We Teach Our Youth Now?

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About one out of every four citizens in the United States is enrolled in some school, public or private, grade school or university.

What part can the schools of America play in the winning of this war? What is being done to gear the educational system to the war effort? Should the schools now teach America's youth to hate the enemy? Should students leave their books and their laboratories to join the armed forces in the defense of their country? What are the responsibilities of America's teachers to the soldiers, the citizens, and the statesmen of tomorrow?

To answer these and other questions, of interest to every American—teacher, parent, schoolboy, coed—the University of Chicago ROUND TABLE *traveled to San Francisco to present three educators attending the conference of the American Association of School Administrators in a discussion of "What Should We Teach Our Youth Now?"*

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MR. WILBUR: These bombs we read about each day and may soon hear have jarred every part of the nation, including our schools and colleges. Every American boy and girl is in the midst of changes that will recast the whole structure of what we know as education.

MR. ZOOK: That's putting it mildly as far as the colleges and universities are concerned. Four out of every five of the young men who go into the Army and Navy will come from the college-age

group. It seems to me that we are going to have a substantial drop in enrolment in colleges and universities.

MR. REEVES: I want to call attention to the situation in the elementary and secondary schools, particularly the high schools. I have been impressed with the very great load that the high schools have had to carry already in connection with this effort. We find high schools being run twenty-four hours a day to provide vocational training for those who are going to work in war industries. The United States Commissioner of Education is distributing to the states six or seven times as much money now as was distributed two years ago to provide this vocational training.

MR. WILBUR: What are the direct services the colleges are going to render to the war effort?

MR. ZOOK: First, you must keep in mind that we learned some lessons during World War I. Shortly after that war was over the Reserve Officers' Training Corps was instituted in a large number of colleges and universities. A large number of students have been given basic military training, and many young men became reserve officers, so that the Army is greatly indebted to the colleges and universities of the country for its officer manpower.

MR. REEVES: That's what you call the R.O.T.C.?

MR. ZOOK: Yes.

MR. REEVES: It seems to me that the R.O.T.C., while it is valuable, is by no means the most valuable service that our higher institutions can render to this nation at war.

I am thinking of the training of all sorts of technicians—doctors, scientists, administrators, and so on—that can take place only in our higher institutions. That is something that I think you ought to have a major interest in, Wilbur.

MR. WILBUR: Just for a moment, though, think what our problem is: So many of our boys want to get into a uniform, want to get into active service; they want to do something *real.*

MR. REEVES: It seems to me that educators in higher institutions have a real obligation to perform in that connection to make it clear to these young fellows that some of them can render a greater service if they do *not* go into uniform.

MR. WILBUR: I quite agree.

MR. ZOOK: I want to tell you about an experience I had the other day. I was talking with a man from one of our prominent universities in the East, and he told me that around Christmas time sixty-six men in his institution joined the Marine Corps.

MR. WILBUR: Was that from a college?

MR. ZOOK: That was from a university.

MR. WILBUR: That's terrible!

MR. ZOOK: If there was one prospective doctor or one dental student or one good engineering student in that whole group, don't you think that that was a bad mistake on his part?

MR. WILBUR: I've just told you that I thought it was terrible, for this reason: Unless we have trained physicists, chemists, bacteriologists, doctors, engineers, dentists, and veterinarians, we're going to lose this war and lose it fast.

MR. REEVES: You forgot the administrative end, Wilbur, and I am not going to stand for that for a minute. One of the greatest shortages we have in America today is in people trained in administration, needed to administer our war industries and the various governmental services that are expanding so rapidly, multiplying and increasing tenfold within periods of a few weeks.

MR. WILBUR: I quite agree with you. I think war is the biggest business on earth and the most wasteful. It is a business that should be run in the very best way from an administrative and organizational standpoint.

Take the British—they have been smart. They have been through this before. They have gone down into the high schools

and classified the boys and tried to find the ones who knew something about mathematics; the ones who might be good in chemistry and physics; the ones who could become technological experts. And not only have they picked them out—they said, "You can't go into the Army. You've got to train for the future." And they are giving them scholarships.

MR. ZOOK: General Hershey, the director of Selective Service, has, upon several occasions—twice on the University of Chicago ROUND TABLE—emphasized the fact that we must have trained people to go into industry and various forms of war service, besides those who wear uniforms.[1]

MR. REEVES: One of the greatest difficulties at the moment is this: There is no single agency to tell these folks where to go. We have a United States Civil Service Commission selecting for the government; we have the Selective Service selecting for the Army; we have the Navy asking for volunteers; we have an Employment Service selecting for industry; but we haven't any unified program of selecting and guiding these folks into the place where they can render the best service.

MR. ZOOK: I believe I saw in the paper this morning that some kind of central manpower clearing-house may be set up in Washington. I certainly hope we have it in the early future.

MR. REEVES: I didn't see that in the paper, but I am certain that one of the greatest needs in America today is to get a unified manpower program where the youth can be guided into the kind of occupation where they can render the greatest service at this time.[2]

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[1] *Brigadier General Lewis B. Hershey, Leo M. Cherne, and Hugh M. Cole, "Manpower," a University of Chicago* ROUND TABLE *transcript, No. 197, December 21, 1941.*

[2] *Brigadier General Lewis B. Hershey asserted on February 21, 1942, that the problem of occupational deferments to maintain vital*

MR. WILBUR: We have a roster now of all the professions in the country.

MR. REEVES: Yes, the technical and professional roster in Washington, which is a joint product of the National Resources Planning Board and the Civil Service Commission; but it isn't linked closely enough with these other services.[3]

MR. ZOOK: In other words, we have to have an all-out preparation for an all-out war for people who go into the military service; for people who go into industrial service of one kind or another; and for people who go into professional service.

MR. WILBUR: That's right. Science and production will win, if we win. That means *better* guns, *better* machinery, *better* bombsights —and more of them—as well as better-trained men. And the only way we can do that is to select our men and see that they get the training.

MR. ZOOK: We have been talking about what we ought to do in connection with educational matters, especially in colleges and universities. How are we going to do this?

MR. WILBUR: The first thing we must do is shorten the education period; cut out the vacations; get down to business. Remove the unnecessary courses; tighten up and speed up. We can do it. We have done it in every other domain whenever we have been pinched here in our country, and now we must do it in education.

MR. REEVES: Would you say that that should be done in the high schools as well as in the colleges and universities?

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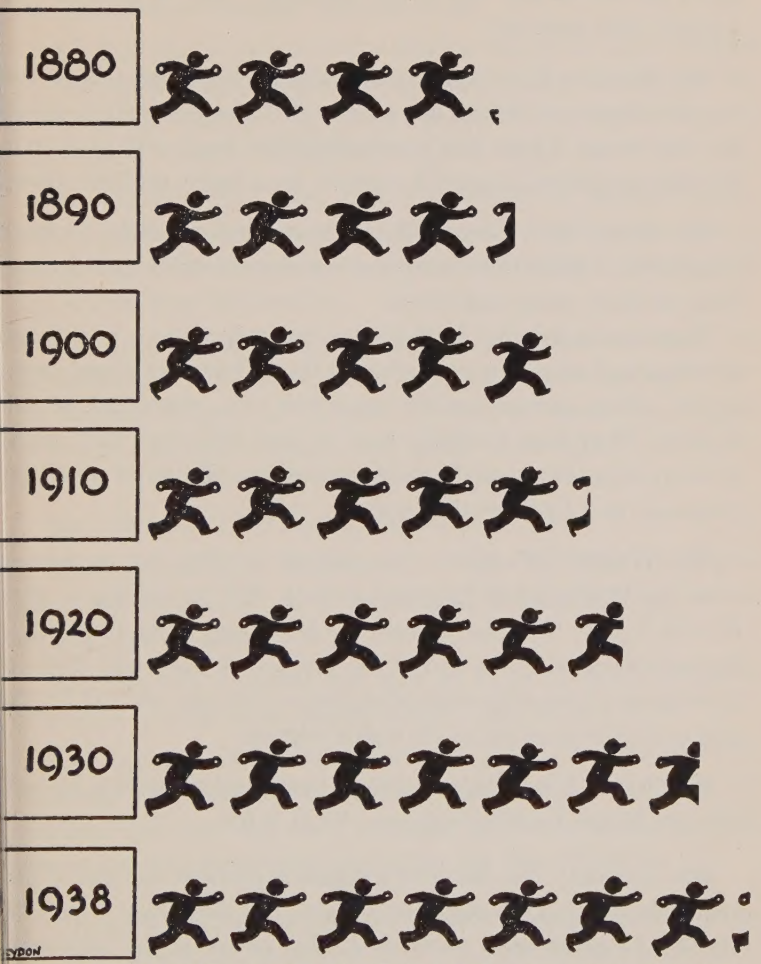
national functions is becoming increasingly complicated and may go beyond the control capacity of the country's 6,500 local draft boards. He declared that the nation will probably have to accept a system of allotments of labor supply done on a national basis.

[3] *The names of United States scholars and scientists have been assembled in the "National Roster of Scientific and Specialized Personnel."*

AVERAGE PUBLIC-SCHOOL ATTENDANCE

As Percentage of 5–17-Year-Old Population



EACH COMPLETE SYMBOL EQUALS 10 PER CENT

SOURCE: UNITED STATES OFFICE OF EDUCATION

MR. WILBUR: Certainly! Our boys in the high schools are going to have more work and less vacations than they ever had before, and I can say to any boy or girl listening, "You've got to hump yourself from here on."

MR. REEVES: If we do make that change in our high schools and in our colleges and extend our year so that the youth go to school the year round, I hope that's something that stays with us even in the post-war period, because it seems to me a highly desirable thing.

MR. ZOOK: We've been talking about what we ought to teach youth now. I really think the colleges and universities have got this thing on their minds and hearts.

There was a meeting in Baltimore not more than a month ago of college and university executives. I think it was the largest meeting of college and university executives ever assembled in this country. They took a solemn oath at that time that they would do everything they possibly could to speed up college and university programs, and I believe they will.

MR. WILBUR: We have a fine example of what can be done in what the University of Chicago has done. We are talking on their ROUND TABLE. They have taken the initiative. They are giving a Bachelor's degree at the end of the Sophomore year; and they are developing a form of general education so the man can get his degree and then move on to the higher degrees.

MR. ZOOK: I have been hearing a good deal about this University of Chicago Bachelor's degree. What is it?

MR. REEVES: The Bachelor's degree is given at the end of two years instead of at the end of four years. It's something I have favored for a great many years, and other people in the University have wanted it for a long time. And I don't think, when this war is over, that we shall change back again. It seems highly desirable to me that youth complete their general education at an age earlier than has been true in the past.

Mr. Zook: Just before I left Washington I saw some inquiries that had been directed to colleges and universities of the country, and, as far as I could see, almost every one of them was against what the University of Chicago proposes to do.

Mr. Reeves: I venture to say that the American junior colleges are not against us. I may be wrong, but it seems to me that the University of Chicago has set an example every junior college in this country would be willing and eager to follow.

Mr. Wilbur: You must expect opposition to changes in education, particularly where a thing has gone on for a great many years. You know the rock never cares much for the dynamite; and this is dynamite in education.

Mr. Zook: What worries me is just what Reeves said a few moments ago. If all these small junior colleges are going to give the Bachelor's degree at the end of a two-year education, it seems to me the Bachelor's degree isn't going to amount to much any more.

Mr. Wilbur: That's right; it shouldn't, either.

Mr. Reeves: How important is it that the Bachelor's degree amount to something? Let it stand for something that represents a definite stage of progress in general education.

Mr. Wilbur: Students will then go on to the more advanced education leading to the Master's degree, and so on.[4]

Mr. Reeves: I'd like to go back to a point I mentioned a moment ago with reference to vocational education. The schools are running night and day now, providing special training for young people and for older people working in our war industries.

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[4] *In recent statements concerning the University of Chicago's action President Robert M. Hutchins said: "The University's curriculum to the Bachelor's degree is a four-year course of study beginning with the junior year in high school. For the time being, at least, students will be admitted to it in the middle, that is, at the beginning of the Freshman year. . . . ."*

I don't think the American public realizes what an enormous load the high schools of this country have carried in that connection. Think about these figures! In the period of World War I the schools provided training for only sixty thousand people. They have already provided training for more than two million and probably will provide training for at least two million more in this war.

MR. WILBUR: That is vocational education so called. What about general education?

MR. REEVES: I don't think that we shall fulfil our duty to the youth of America if we turn all our high schools into vocational schools. That isn't what I have in mind at all. I realize that vocational education is important at this time, but general education is certainly just as important. The youth must know something about what this war is about.

MR. ZOOK: What do you mean by general education?

MR. REEVES: I mean the kind of education that fits a person to become a citizen in a democratic nation. I realize that that is broad and not very specific.

MR. WILBUR: Would such a citizen be able to read the *Atlantic Monthly* and understand it?

MR. REEVES: I would say "Yes," and I say that recognizing the fact that we probably turn out many thousands of high-school graduates every year who really cannot read. And by that I mean they cannot read and get the meaning out of the printed page. I think that it is a function of our high schools to teach them how to read and understand.

MR. ZOOK: One of your publications not very long ago was entitled *What the High Schools Ought To Teach*.[5] What was the answer? It would seem to be closely linked to what we are discussing.

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[5] *Special Committee on the Secondary School Curricula, "What the High Schools Ought To Teach" (Washington, D.C.: American Council on Education, 1940).*

WHAT SOME SCHOOLS ARE TEACHING

Courses Taught for Credit in Some American Secondary Schools and Colleges

Drum-majoring

Theory and Practice of Fresh-Water Angling

Photoplay and Radio Appreciation

Janitoring

Ice-skating

Personality

Personal Grooming

Humor

MR. REEVES: That would be an embarrassing question if it were not for the fact that I believe strongly in the contents of that publication, because the correspondence we got in connection with it was certainly tremendous.

There are many people today who still think that our high schools ought to be stressing Latin, and this, that, and the other thing, and not paying much attention to whether the pupils know how to read or whether they have an opportunity to secure the kind of an education that they can get with work experience. Those two points were

stressed more than any others in *What the High Schools Ought To Teach.*

MR. WILBUR: What about the girls in these high schools, and the women?

MR. ZOOK: We have been doing just about what most men do: forgetting that education must be for women as well as for men.

I understand that there is just about as great a shortage of nurses, for example, as there is in any of the fields at the present time. We certainly ought to give some attention to nursing and to a number of other areas of education that prepare women for war service.

MR. REEVES: You're talking about preparing women for the kind of occupations that women usually engage in. The fact of the matter is that the nation faces a situation today that it has never faced before. We are going to take several million men out of war industries and put them into the military forces. In addition to that, in eighteen months prior to January 1, 1942, we succeeded in getting only five million people at work in all the war industries of this nation. If we are going to meet the goals that the President has set, we must get five million in *this* six months; five million more in the *next* six months; and five million more in the *next* six months. In other words, eighteen months from now we must have twenty million instead of five million workers in war industries. There is one great source from which those workers may come, and there is only one source, and that source is women.

So in the months that lie ahead we must train women to work on airplanes and on guns and on ships and on tanks. Millions of women must be brought into that kind of work. The schools and colleges are going to have to train those women.

MR. WILBUR: We shall also have enormous health problems if we are going to bring the women into industry and change their attitudes toward each day's life.

MR. REEVES: I don't question the importance of health at this

time because I don't think our public schools have ever paid adequate attention to health. Neither have our colleges or universities.

MR. WILBUR: I wouldn't say "adequate" attention; they have paid none at all, except to excuses for sickness.

MR. ZOOK: I think we ought to ask ourselves now, "What are we going to teach these young people about the war?" Most of them are in schools. I understand that in California approximately 90 per cent of the young people of high-school age are in the high schools and that there are a large number also in colleges, because there are so many junior colleges as well as other kinds of institutions there.

MR. WILBUR: That is all true, but where are they learning about the war now? Not in the schools. They are getting it from the newspapers; over the radio; from the motion picture; from family discussion; and from what their brothers tell them about the war experience. The schools are not doing anything about it.

MR. REEVES: What would you have the schools do?

MR. WILBUR: It seems to me that we have a very distinct problem to face . . . .

MR. ZOOK: One of the first things we must consider is whether we are going to teach these young people to hate all of our enemies. I remember in World War I that we called the Germans "Huns" and that we seemed to get a lot of pleasure out of it. I don't know whether it did us any good or not. Have people here on the Pacific Coast begun to hate the Japanese?

MR. WILBUR: No, we don't hate them. We understand them better than do people in a good many other places.

This isn't a matter of hating people; this is a matter of hating totalitarian forms of government, hating dictatorships. And I think we have a right to teach that, and I think we can teach it without being accused of propaganda. In fact, I think the term "propa-

ganda" is often misused. We must sell (in the term of commerce) our students *our* country as against the totalitarian type.

MR. REEVES: What would you do about preparing youth for the post-war period? Is that important?

MR. WILBUR: It's not only important, it's vital! We must begin to talk about it right away, because at some time we are going to have either a defeat or a domination of the world.

MR. ZOOK: That means, then, that we either are going to have a totalitarian world or are going to have a democratic world. It certainly seems to me that democracies and totalitarian governments can no longer live side by side in this world.

MR. WILBUR: I agree, but I'd like to ask Reeves, "What do you mean by 'democracy'?"

MR. REEVES: I think of democracy as something more than a form of government. Democracy means that we give every individual an opportunity that is equal in terms of his ability. Equality of opportunity in all phases of life means democracy to me. Nothing less than that means democracy.

MR. WILBUR: When you say "democracy," you do include such things as freedom of the press, freedom of religious thought, and that sort of thing?

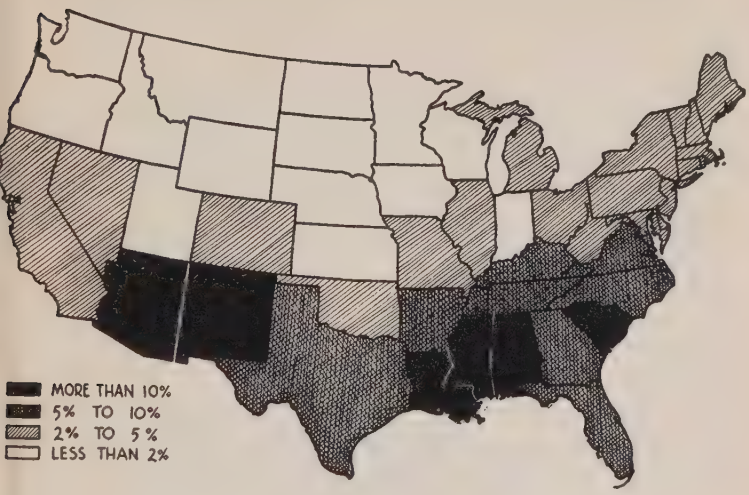
MR. REEVES: I include those things. I include equality of opportunity to get jobs and to render service to society.

MR. ZOOK: I am interested in this from the international point of view. If we are going to have a democratic world, it means that the various peoples of the world will have something like an equal opportunity.

For example, if we're going to help backward people of the world to develop their resources, we ought also to help them develop themselves educationally.

MR. WILBUR: Does that mean propaganda?

ILLITERACY IN THE UNITED STATES



MR. ZOOK: I hope it does.

MR. WILBUR: In the schools?

MR. ZOOK: I hope it does, because it seems to me that we have very right to propagandize in favor of democratic forms of government and democratic ideals within our school system.[6]

MR. REEVES: I don't differ with you at all with reference to our elationships with other nations, but it seems to me that one of ie most important things we can do in our schools is to deal with iese problems that relate to democracy at home.

Now, just think for a moment! We have thirteen million Negroes the United States, and we have several million others who belong

[6] *On March 1, 1942, Archibald MacLeish, director of the Office of acts and Figures; Harold D. Lasswell, director of War Communica-ns Research, Library of Congress; and Richard P. McKeon, dean the Division of the Humanities, University of Chicago, will discuss Propaganda: Good and Bad."*

to other minority groups. What are we doing with reference to their problem today? Well, here's what has happened: A Negro can get a place in the Navy only at certain very low levels. They have not had equal opportunity in the Army or in the Marines.

What about our war industries—these rapidly developing industries? The Negro has been discriminated against in the North, South, East, and West when he seeks a job in the war industries. The situation is just about like this: The Negro can get a job only when all the white people who are qualified have had an opportunity to fill it.

MR. ZOOK: That seems to indicate that we have a few things to learn about democracy ourselves. And it seems to me that we have a few things to learn about other people throughout the world if we're going to understand them. What do we here on the Pacific Coast or anywhere in this country know about the Orient?

MR. WILBUR: We don't know very much. We haven't anything like the amount of information about the Orient that the Orient has about us. As you know, the Japanese have been sending numbers of their men over here to our colleges and universities and schools in practically every part of the country for the last thirty or forty years. They know our language; they know our ways. We know very little about them. Some of us have been trying to introduce more about Pacific history into the schools. It looks as though we are getting started in that direction.

MR. REEVES: I'd like to return to the problem of teaching democracy in our high schools. I visited a high school a short time ago where they were really teaching democracy. This is what they were doing: The students were going out with the teachers in that community and finding out facts about the community's life, about the social needs in that community. They were recording these facts. When they had gathered the facts, they would sit down with the teachers and with other adult leaders in the community and go over the situation. Where they found things that needed to be remedi

EXPENDITURES PER STUDENT IN PUBLIC SCHOOLS

EACH COMPLETE SYMBOL EQUALS $10

in the life of that community, the elders would work out a plan. After the plan was worked out, there was a part of that plan which the youth themselves could carry into action, and they did. That seems to me to be the most important single technique we have for teaching democracy in our schools.

MR. ZOOK: As a matter of fact, what you are saying is that we

don't teach democracy in our schools exclusively; we teach *about* democracy in our schools. You seem to be saying that we must find some way for young people to participate actively in programs in which they are interested if we are going to have them learn the ways of democracy.

MR. WILBUR: I heard some time ago on the University of Chicago ROUND TABLE a statement that the Hitler youth had been brought into such active participation in the life of Germany that they felt as if they belonged and as if they were significant in every way. Can we do that with our students?

MR. REEVES: We are not going to make our youth feel they are significant if we have them sit around a table or on chairs in a classroom and talk about democracy and talk about citizenship. They must feel that they are rendering a service. Otherwise, they are not really getting citizenship training.

MR. ZOOK: The other day I read a book issued by the Educational Policies Commission. It was entitled *Learning the Ways of Democracy*.[7] That is just what we are talking about, and, as far as I could see, most of the ways a person really learns how to practice democratic things were outside the schoolroom, in extra-curricular activities, and methods of that sort.

MR. REEVES: Why shouldn't those things be curricular activities and not extra-curricular activities?

MR. WILBUR: That might take a good deal of the zest out of it if the teacher's running it. It's a great thing to have student government; to have the students run some of these things and debate them out. I am very strong for the student to have the feeling that he is responsible for his part.

MR. REEVES: So am I. To me that is a part of the curriculum of our schools and not an extra-curricular thing at all. It seems to me

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[7] *Educational Policies Commission, "Learning the Ways of Democracy" (Washington, D.C., 1940).*

that the pupils should feel they are a part of the thing that we call the curriculum of our secondary schools.

MR. WILBUR: A great deal of ingenuity is required to give credit in the schools for extra-curricular activities.

MR. ZOOK: We have been learning, however, in recent years that young people learn about as much in extra-curricular activities as they do in the classroom. I don't see any reason why we can't tie the two things together. I was in a schoolroom in Santa Barbara not very long ago. The students were discussing a thing which interested them very much at the time: whether they should send their coach to some national meeting. They went through a long process of discussion, and they finally decided whether they were or whether they were not going to do that.

MR. WILBUR: What about transferring this interest in athletics to an interest in participation in the war, in the Red Cross, and in first-aid procedures, and in that sort of thing?

MR. ZOOK: I think that is a very good thing, and I want to add that we ought to allow our students to go downtown to see what is going on in the various social agencies. I remember I once had a professor of sociology who used to send his students down to the Central Office of the Y.M.C.A., the Y.W.C.A., and the various other social agencies. I found those students, when they came back, were tremendously interested in the work they were doing, simply because they had seen it at first hand and had participated in it.

MR. REEVES: There are certain very important things in our social, economic, and political life that we hardly touch upon in our public schools—such things as the organization of labor unions and consumer co-operatives. I know of only one state in the United States that has any systematic program of instruction in the co-operative movement; and I don't know of any state that has systematic instruction with reference to the organization of the workers of this nation. It seems to me that that is a very definite type of citizenship training that ought to be given in our public schools.

Mr. Wilbur: You might have a good deal of difficulty introducing some of those things which constitute hot internal problems into schools; but certainly the war is hot enough as an external problem so that that can be introduced without hurting anybody's feelings, from the school board down.

Mr. Zook: I am wondering whether we shouldn't keep in mind, too, that an important part of this program of teaching democracy (teaching *anything* as a matter of fact) is the work that goes along with it. Some of these work programs that have been put on here in this country in the past year or so, it seems to me, would be ways of teaching democracy as well as ways of teaching many other things.

Mr. Wilbur: As I look at this problem, we not only must teach democracy and achieve participation in democracy but we must bring clearly to the minds of our people what the colleges can and must do, and to the boys and girls what they can and must do. We must find in this war the opportunity to bring about many changes that have been long delayed.

I am convinced that the war is compelling changes in every phase of education. Our schools and colleges must show better selection of topics, more speed, and direct application to the great job in front of our nation.

SUGGESTED READINGS

"After-War Educational Reconstruction," *National Education Association Journal*, December, 1941. *A symposium by leading educators.*

"Collegiate Pattern for War," *Newsweek*, January 12, 1942. *Lists some of the changes colleges have made in adjusting to war.*

COUNTS, GEORGE, "Education Can Be Defense," *Scholastic*, September 29, 1941. *Long-term educational objectives and defense needs.*

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(Continued on page 22)

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MAY, MARK A., *Education in a World of Fear.* Cambridge: Harvard University Press, 1941. *Education is the means for preserving American democracy.*

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OBJECTIVE QUESTIONS FOR EXAMINATION

The answers to the following questions may be found in the text of the broadcast, and page references are provided to assist in locating the answers.

*

1. What have been some of the effects of the war upon the educational system in the United States? Page 3.

2. What is one of the direct services that the colleges are rendering to the armed forces? Page 3.

3. What are some of the manpower shortages caused by the war? Page 4. What has been the British approach to the problem of keeping the most able youth out of the combat forces? Page 4.

4. What are some of the changes now taking place that are putting an end to "education as usual"? Pages 6–8.

5. What are some ways of speeding up education? Page 9.

6. How many people have been given vocational training by the high schools in the present war? How many received training in high schools during the last war? Page 10.

7. What are some of the new courses that should be introduced into school programs? Pages 15–16.

8. How can democracy best be taught by participation, according to Mr. Reeves? Pages 16–18.

9. What other methods of teaching democracy are mentioned by the speakers? Pages 19–20.

QUESTIONS FOR ANALYSIS AND DISCUSSION

The following questions of wider scope, intended for discussion, are suggested by the broadcast, and answers may be found in the literature on the subject listed in the section "Suggested Readings," found on pages 21–22.

*

1. Before considering the question of what youth should be taught in wartime, it might be well to discuss the essential needs of the United States in winning the war. What are some of the services the country needs, and how can the schools provide for each?
2. Should compulsory military training be a part of all secondary schooling? Should this be done even if the War Department cannot supervise the courses?
3. What are some needed changes in the curriculum? Should more Oriental and Latin-American history be taught? Should less Latin be taught? Should there be more emphasis on current-events courses?
4. What balance should the secondary schools strike between vocational education and a liberal or cultural education?
5. Should all schools adopt a "physical conditioning" emphasis to protect health and provide for more safety education?
6. Should the colleges and universities compress the educational schedule so that a Bachelor's degree may be had at the end of the conventional Sophomore year in college?
7. How may democracy best be taught in wartime? How can a continuing and intelligent interest in public affairs be developed on the part of every youth?
8. Should a youth stay in school and continue his education or should he volunteer for the armed forces?
9. How can the schools best prepare young men for life in a nation which may be militarized for years to come? How can the schools best contribute to national morale?

The Listeners' Round Table . . . .

Letters to the ROUND TABLE *frequently contain interesting and illuminating side lights on the subject matter discussed on the air. These comments are from letters received following the broadcast-discussion of "What Should the Churches Do in War?" February 15, 1942.*

*

Blotch

I am a student in a Catholic seminary, or school of divinity, who has been enjoying and profiting intellectually by your discussions over a period of years.

Gentlemen, today's discussion was a blotch, a shameful stigma, upon the integrity and reputation of the University of Chicago ROUND TABLE. A dozen friends and I were disgusted not only by the significant absence of a representative speaker of the Catholic Church, which, you may faintly realize, is the largest single religious denomination in the country, but also by the lack of a Jewish rabbi who might authoritatively express his convictions. Oh, yes, the honorable professors do "include all pastors, priests, and rabbis" in their colloquy, but they carry conveniently insure their absence.

The eminent gentlemen spoke about the church, but none of them defined the term "church"; obviously the two had the same conception of it, any more than they did of its vague terms of "humanitarianism" or "promoting attitudes of spiritual values" which different individuals proposed. The two ministers humbly confessed that their preaching hatred of enemy peoples to their congregations during the last war was about the worst possible procedure from a moral standpoint, and they promise to preach humanitarianism and brotherly love this time. Good Lord, is there no permanence of religious doctrine or ideals from one generation to another, and must a whole mass of mankind rely upon the vacillating opinions (to say "convictions" would be flattery at best) of confused Sunday-school teachers? From the standpoint of an American citizen, one could not avoid observing the artificial chasm placed by the speakers between universal brotherhood of man and filial love toward a person's motherland and fellow-citizens. Apparently sober patriotism is obnoxious to true religious spirit!

No, this is not meant to be merely destructive criticism. Your choice of speakers, made according to the American ideal of fair play and tolerance, would be the most important corrective. A true understanding and love of this ideal will take care of all other details. Otherwise, please do not vex

your listeners, whom you address as "alert and intelligent," with discussions on religious topics that amount to "silly babblin'," in the words of the dean to me just a few minutes ago.

J. G. K., Missouri

*

Not Hating People . . . .

I was bitterly disappointed in your discussion today of "What Should the Churches Do in War?"

There seems to me to be a clear-cut fundamental of the Church's obligation: to hold ideals firmly before people—man's ability and duty to choose between good and evil and so between life and death.

The political aspects of the war, if the preacher has done his duty, will be taken care of as will be the peace.

Why didn't Mr. Colwell tell his neighbor we were not hating people but hating the evil they do? We are not hating people but their greed, their carelessness of human life, their disregard of the right of the little man to life and liberty and a little individual happiness not allocated to him by government but willed to him by God.

Please forgive this intrusion, but I feel so keenly that man has gone wrong because he has lost or mislaid his spiritual values.

E. K. P., New York

*

"This Is War"

I observed that one or more of the speakers referred to the radio program "This Is War" as designed to engender hatred toward the peoples of the enemy nations. It is with this interpretation I disagree. As ministers of the Gospel, you are doubtless familiar with the old saying "God hates sin but does not hate the sinner." So, too, we are justified in hating the acts and the philosophy of the Axis governments, without hating the individuals composing those governments.

If we are justified in hating something, then we are justified in promoting hatred of that something. "This Is War" was intended to arouse in the minds of the American people a righteous indignation (hatred, if you please) of the acts of the dictator nations. It is not necessary that we hate one person in order to love another. But it is absolutely necessary that we hate the bad if we are to love the good.

We must hate tyranny if we love freedom.

W. T. T., Michigan

*

Propaganda, but . . . .

I was looking forward to last Sunday's broadcast concerning the churches' attitude in the present crisis with a great deal of curiosity. I was hoping for the unusual to happen and was anticipating excitement; some original, challenging, vigorous pronunciamento, in harmony with the unprecedented situation. However the speakers failed to deliver. Their commonplace utterances fell into the traditional mold of clerical prattle. The same old clichés which shrewd clerics the world over, from the time that the memory of man runneth to the contrary, have been dispensing to their apathetic clients, Sunday after Sunday.

The object of this letter, however

is to point out that their criticism of the broadcast "This Is War" was unfounded. I refer to the speaker who said that Saturday's broadcast tended to foster hatred among our people.

If I remember accurately, the actors who dramatized their scripts so vividly and colorfully were very careful to impress on their audience that our quarrel was with the leaders of the enemy nations and not with the nationals themselves. You will remember that in one instance one of the actors said, "This is what Mussolini has done to the Italian people," or something to that effect. I believe we need such programs. They may come under the broad heading of propaganda, but they will have the effect of stimulating our morale and waking us from our marantic complacency.

O. P. G., Michigan

*

Aloof

Your discussion yesterday seemed so cold and detached from the world in which we are living that, though my opinion is of no value, I could not help writing.

Your interpretation of religion and the part it should play in the world seemed typical of the attitude a great many churches and their leaders have taken in all the great crises that come. They remain a detached group; life goes on all around them; people suffer; nations fall; but they remain isolated. They refuse to discuss from the pulpit those things which are affecting all our lives; they preach a religion which they want to keep separate from the everyday things which happen to all of us; and then they wonder why the church seems to have lost most of its strength.

If, as your discussion seemed to try to prove, religion is something which keeps us aloof from those things which are happening all around us and only prepares us for another world, of what value is it? I can't believe Christ ever taught anything like that. He went among men, whatever they were doing, and taught that religion was a part of all phases of life. If people do not hear those things in the churches which arouse them to action in all the things of this world, where are they to hear them? The church is practically the only meeting place where groups of people can be told of the crying needs of this present world and aroused to their responsibilities concerning it. I believe the church shares with all other groups in the United States a great responsibility for the present state of affairs. They shut their eyes, as did others, to all that was going on around us—locally, nationally, and internationally. They did not want to be disturbed (these things were not the business of the church). They were afraid their congregations would not like controversial subjects, so their sermons are flowery words with no practical application, and congregations remain comfortable, when they should have been made to feel very uncomfortable. If these secular things are not the business of the church, whose business are they?

L. P. K., Pennsylvania

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OF 1938–40 TRANSCRIPTS STILL IN PRINT WILL BE SENT UPON REQUEST. STUDENTS AND TEACHERS WILL FIND THESE ISSUES TO BE VALUABLE COMMENTARIES UPON EVENTS OF THE PERIOD.

Nos.

1941

149. *Morale: First Line of Defense?*
150. *Can Capitalism Defend America?*
152. *Can the Americas Be Invaded?*
153. *Guns or Butter?*
154. *Dilemma in the Far East*
155. *How To Fight Nazi Propaganda*
156. *The Decline and Fall of the Roman Empire*
157. *Strikes and National Defense*
158. *Defense Economics*
159. *Should We Convoy to Britain?*
161. *War Aims and Peace Aims*
162. *Which Road for America?*
163. *Lessons from Europe's War*
164. *The Effect of the Blitzkrieg on the Economic Order*
165. *Defense and America's Health*
166. *Roosevelt* vs. *Hitler*
167. *Polls and the Crisis*
168. *Where's Bunker Hill?*
169. *War against the Middle Classes?*
170. *The Crisis and Your Pocketbook*
171. *America and the German-Soviet War*
172. *Soviet Russia at War*
173. *Our Liberties*
174. *Blueprint for Hemisphere Defense*
175. *Should America Clear the Seas of the Nazis?*

Nos.

177. *Defense: Who'll Pay the Piper?*
178. *Japan: Setting Sun?*
179. *National Unity*
180. *Weapons of Economic War*
182. *Crisis of Capitalism*
183. *Freedom of the Seas*
185. *New Frontiers in Education and Research*
186. *Anti-Semitism*
188. *Economics of Blitzkrieg*
189. *Showdown with Japan?*
190. *Science and War*
191. *Defense Inventory*
192. *The Philippines*
193. *Little Business: What Now?*
194. *Labor's Responsibility in Defense*
195. *Canada: Neighbor at War*
196. *Civil Rights and "Public Danger"*
197. *Manpower: The Key to Victory*
198. *What Does Rationing Mean?*

1942

199. *Morale: Ours and Theirs*
200. *How To Meet the Menace of Inflation*
201. *Censorship*
202. *How United Are the Americas?*
203. *Are We Overconfident?*
204. *Labor Policies in Wartime*
205. *What Should the Churches Do in War?* February 15

ALL ROUND TABLE TRANSCRIPTS CONTAIN ADDED FACTUAL MATERIAL IN THE FORM OF GRAPHS, MAPS, PICTOGRAPHS, FOOTNOTES, BIBLIOGRAPHIES, ETC.

ROUND TABLE NETWORK OF 102 STATIONS

2:30 P.M. EASTERN WAR TIME

City	Call Letters	Kilocycles	City	Call Letters	Kilocycles
Allentown, Pa.	WSAN	1470	Lima, Ohio	WLOK	1240
Altoona, Pa.	WFBG	1340	Manchester, N.H.	WFEA	1370
Asheville, N.C.	WISE	1400	Miami, Fla.	WIOD	610
Atlanta, Ga.	WSB	750	New York, N.Y.	WEAF	660
Baltimore, Md.	WBAL	1090	Norfolk, Va.	WTAR	790
Boston, Mass.	WNAC	1260	Philadelphia, Pa.	KYW	1060
Buffalo, N.Y.	WBEN	930	Pittsburgh, Pa.	KDKA	1020
Charleston, S.C.	WTMA	1250	Portland, Me.	WCSH	970
Charlotte, N.C.	WSOC	1240	Providence, R.I.	WJAR	920
Cleveland, Ohio	WTAM	1100	Raleigh, N.C.	WPTF	680
Columbia, S.C.	WIS	560	Richmond, Va.	WMBG	1380
Columbus, Ohio	WCOL	1230	Rochester, N.Y.	WHAM	1180
Dayton, Ohio	WING	1410	Savannah, Ga.	WSAV	1340
Detroit, Mich.	WWJ	950	Schenectady, N.Y.	WGY	810
Florence, S.C.	WOLS	1230	Springfield, Ohio	WIZE	1340
Grand Rapids, Mich.	WOOD	1300	Tampa, Fla.	WFLA	970
Greenville, S.C.	WFBC	1330	Washington, D.C.	WRC	980
Jacksonville, Fla.	WJAX	930	Wilmington, Dela.	WDEL	1150
Johnstown, Pa.	WJAC	1400	Winston-Salem, N.C.	WSJS	600
Lakeland, Fla.	WLAK	1340	Zanesville, O.	WHIZ	1240

1:30 P.M. CENTRAL WAR TIME

Amarillo, Texas	KGNC	1440	Louisville, Ky.	WAVE	970
Birmingham, Ala.	WBRC	960	Madison, Wis.	WIBA	1320
Bismarck, N.D.	KFYR	550	Mankato, Minn.	KYSM	1230
Bristol, Tenn.	WOPI	1490	Memphis, Tenn.	WMC	790
Chicago, Ill.	WMAQ	670	Minneapolis and St. Paul, Minn.	KSTP	1500
Duluth, Minn., and Superior, Wis.	WEBC	1320	New Orleans, La.	WSMB	1350
Eau Claire, Wis.	WEAU	1070	Oklahoma City, Okla.	WKY	930
El Paso, Texas	KTSM	1380	Omaha, Neb.	WOW	590
Evansville, Ind.	WGBF	1280	Pittsburg, Kans.	KOAM	810
Fargo, N.D.	WDAY	970	Rochester, Minn.	KROC	1340
Fort Wayne, Ind.	WGL	1450	St. Cloud, Minn.	KFAM	1450
Fort Worth, Texas	KGKO	570	St. Louis, Mo.	KSD	550
Hattiesburg, Miss.	WFOR	1400	San Antonio, Texas	WOAI	1200
Indianapolis, Ind.	WIRE	1430	Shreveport, La.	KTBS	1480
Jackson, Miss.	WJDX	1300	Sioux Falls, S.D.	KSOO	1140
Kansas City, Mo.	WDAF	610	Springfield, Mo.	KGBX	1260
Kingsport, Tenn.	WKPT	1400	Terre Haute, Ind.	WBOW	1230
Laurel, Miss.	WAML	1340	Tulsa, Okla.	KVOO	1170
Little Rock, Ark.	KARK	920	Wichita, Kans.	KANS	1240

12:30 P.M. MOUNTAIN WAR TIME

Albuquerque, N.M.	KOB	1030	Phoenix, Ariz.	KTAR	620
Billings, Mont.	KGHL	790	Pocatello, Ida.	KSEI	930
Boise, Ida.	KIDO	1380	Salt Lake City, Utah	KDYL	1320
Bozeman, Mont.	KRBM	1450	Tucson, Ariz.	KVOA	1290
Butte, Mont.	KGIR	1370	Twin Falls, Ida.	KTFI	1270
Denver, Colo.	KOA	850	Yuma, Arizona	KYUM	1240
Helena, Mont.	KPFA	1240			

11:30 A.M. PACIFIC WAR TIME

Fresno, Cal.	KMJ	580	San Francisco, Cal.	KPO	680
Los Angeles, Cal.	KFI	640	San Diego, Cal.	KFSD	600
Medford, Ore.	KMED	1440	Seattle, Wash.	KOMO	950
Portland, Ore.	KGW	620	Spokane, Wash.	KHQ	590
Sacramento, Cal.	KFBK	1530			

STATIONS CARRYING ROUND TABLE BY TRANSCRIPTION

Cincinnati, Ohio	WSAI	1360	10:30 P.M. E.S.T.
Milwaukee, Wis.	WTMJ	620	4:00 P.M. C.S.T.

PROPAGANDA
Good and Bad

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MARCH 1, 1942

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ARCHIBALD MacLEISH, Director of the Office of Facts and Figures; Librarian of Congress

RICHARD P. McKEON, Dean of the Division of the Humanities, University of Chicago

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SUGGESTED READINGS

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CREEL, GEORGE, "Propaganda and Morale," *American Journal of Sociology,* November, 1941.

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